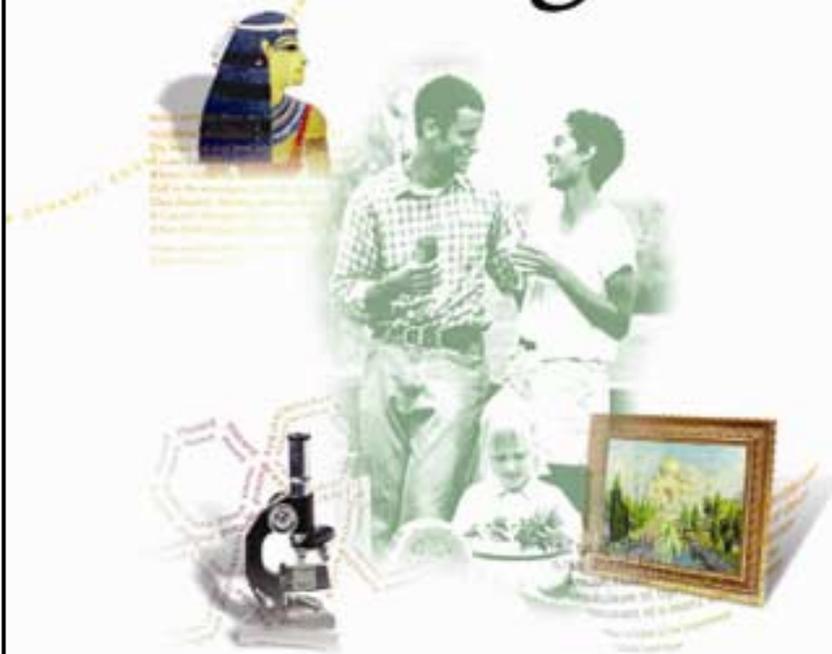


New
Dynamic
English



Study Guide

Module 2

www.dyned.com

Contents

Introduction	3
Course Structure.....	4
Purpose of this Guide.....	5
Study Tips.....	6
Getting Started	7
Before Using Speech Recognition.....	9
How to Use Speech Recognition.....	10
Family Schedule	12
Matrix Vocabulary	17
Likes and Dislikes	18
Review Exercises	23
Video Interactions	29
Appendix A: About Speech Recognition Technology	30
Appendix B: Verb Markers.....	33
Appendix C: Answer Key for Practice Exercises.....	35

Introduction

Welcome to *New Dynamic English*! *New Dynamic English* is the key that will open the door to successful communication in English. The course is based on classroom-proven instructional strategies and techniques, and has been created by experienced teachers. *New Dynamic English* maximizes the effectiveness of multimedia by focusing on the key skill necessary to acquire any language: listening. Each module provides carefully sequenced listening input with native speaker models, including a variety of listening tasks and follow-up exercises. The language is carefully chosen and sequenced to ensure comprehension at each level while at the same time remaining natural.

Thanks to DynEd's unique interactive program, you can study at your own pace. At any point in the program you have instant access to repetition, the English text, and glossary screens which give additional information and examples. You may also record your own voice as many times as you like and compare your recording with the native speaker model. Speech Recognition exercises offer a powerful way to increase your spoken fluency. Please note that you should check your hardware to ensure it meets the minimum hardware requirements to access the Speech Recognition features of this program.

Course Structure

Levels

There are four levels in the *New Dynamic English* series, each with two modules. *Dynamic English 1* is intended for beginners. *Dynamic English 2* is aimed at the low intermediate level, and *Dynamic English 3* is for intermediate students. *Dynamic English 4* is for upper-intermediate and advanced level students. In addition to building listening and speaking skills for communication in English, the course provides a strong foundation in grammar and vocabulary.

Lessons

There are several different types of lessons within *New Dynamic English*. Content lessons introduce characters and present information about their lives and activities, or discuss subjects of general interest such as the seasons, weather and the environment. Other lessons review and practice the language points introduced in the content lessons. The Question Practice lesson in Module 1 provides intensive work in question formation and comprehension. In Module 2, a Matrix Game provides a challenging way to review the language from the Vocabulary Practice lesson. Focus Exercises in each module give practice in specific grammatical structures. Speech Practice and Video Interactions offer speaking practice using state-of-the-art Speech Recognition technology. The Dictations and Grammar Fill-Ins in both modules focus on important language at the individual word level. These exercises should be saved until last.

Purpose of this Guide

The Focus Tasks included in this Guide, along with the written exercises, will help focus your study. It is important to concentrate on one or two different points each study session. For example, a focus task may direct you to concentrate on a particular character, or on the use of a particular grammatical structure or topic.

The first time you enter a lesson you may decide to skim through it to see what topics and language it covers. Then it is important to begin intensive study, sentence by sentence. Master each point by going over it several times. You shouldn't try to cover everything in one study session. Concentrated, intensive study and repetitive practice is the best way to improve your English.

Please note that each time you go through a lesson you may find new questions and new sentences. If you try the Focus Tasks out of sequence, you may be listening for language that hasn't yet appeared in the program. This is because the program's shuffler feature gradually introduces new language into a lesson as your level increases.

As a follow-up to each interactive session, try repeating from memory some of the sentences you have focused on, and see if you can write them down. Where appropriate, practice using the language of the lesson to talk about yourself and your own life. For further follow-up, complete the practice exercises in this guide and check your answers against the Answer Key.

Study Tips

We recommend that interactive study be in periods of 20-45 minutes. For best results, study each of the lessons several times, preferably on different days. Consult with the Student Records to keep track of how much time you have spent and of your level in each lesson. (See your User's Guide for information about Student Records.) You should study each lesson until your level reaches 2.5 or higher and you feel confident with the language. Then move on to the next lesson.

Learning a language is like learning to play a musical instrument. It is a skill that must be acquired over time, through constant practice and repetition. The more time you spend in each lesson, the more you will learn. As with learning to play an instrument, practice time must be focused to be well spent. It is helpful if each time you study you do so with a purpose or a goal for the practice session. This helps you to concentrate and facilitates long-term acquisition of the language.

Getting Started

When you start the first lesson, follow this procedure to familiarize yourself with the program.

1. For each sentence, click on the *pause* button. It will change to the *play* button and will flash green.
2. With the *play* button flashing, click on the *repeat* button. This will repeat the sentence. The *play* button will continue to flash.
3. For bilingual versions, click on the *translation* button. The *play* button will continue to flash.
4. Click on the *ABC* button. This will give you the *text* of the sentence. Click on one of the highlighted words to see the *Glossary*. The *play* button will continue to flash.

	Voice Record		Repeat
	Voice Playback		Pause
	ABC Text		Play
	Translation		Rewind
	Exit		Fast Forward

5. Next, click on the **play** button so that it stops flashing. This will take you to the next sentence.
Please remember that when the PLAY button is flashing green, the program is stopped. To continue, you must click on the flashing green PLAY button, or, if a question is being asked, you may click on an answer.
6. Repeat the above series of steps for each new sentence. To go back, click on the **rewind** button, or exit the lesson.
7. When you come to a comprehension question, the program will time down and wait for you to click on an answer. If you want to hear the question again, click on the **repeat** button. To answer a question, click on a picture or word, and the program will say, “Yes, that’s right,” or “Please try again.”
8. After you have listened to the first few sentences a few times, go back and repeat each sentence. To go back, keep clicking on the **rewind** button until you are at the first sentence.
9. To record your voice, click on the **record** button which will turn green. Then click on the **playback** button to hear your recording. To compare your recording with the native speaker, click on the **repeat** button, and then the **playback** button. Repeating each sentence is an excellent way to improve both your listening and your speaking. If a sentence is too long, try repeating just the first or last part of it. If this is still too difficult, go through the sentences again without repeating them until you feel more confident. Don’t try to practice speaking until you are comfortable with the sounds and can hold them in your memory.
10. After about 20-30 minutes, stop. Don’t try to do too much the first time. The first unit in each module will require several hours of practice.

To check your Shuffler level, access the Glossary, or see your **Study Records**, go to the **Options** menu. (See your *User’s Guide* for a description of these features.)

Before Using Speech Recognition

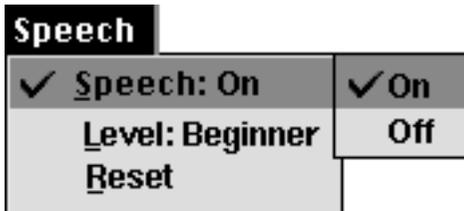
The most effective way to go through each module in this course is to master the presentation and question/answer sections first. Build your listening comprehension and then your detailed understanding of the vocabulary and sentence structures before attempting the Speech Recognition lessons.

Once you are confident with the language, you are ready to try the Speech Recognition lessons: Question Practice, Fill-Ins, Speech Practice, and Video Interactions. In addition to the instructions in this guide, Help screens are available in each lesson. Please also see the section *About Speech Recognition Technology* for further information.

How to Use Speech Recognition



This is the Speech Meter. When the Recognizer is listening, the Speech Meter will appear. When the Recognizer is not listening, the Speech Meter will disappear.



To turn the Speech Recognizer off or on, select **On** or **Off** from the Speech pull-down menu.



Stop Speech Recognition Button: When you are finished speaking you may click here to increase the speed of the Recognizer, or to restart if you have made a mistake.



Speak Again Button: To speak again, click here. The Speech Meter will appear.



OK Button: Sometimes the Recognizer wants to show you what it thinks you said. The text will be displayed, and the OK button will appear. Click OK if the text is what you intended to say. If not, then click on the *Speak again* button.



Playback Button: When the Recognizer is on, your voice is also being recorded. If you want to hear what you said, click on the *playback* button.

When using the Speech Recognizer, please check the following:

1. Check the difficulty level in the pull-down Speech menu. If Intermediate or Expert is checked, the Recognizer will be stricter, so your speed and pronunciation will need to be a bit better. If Beginner is checked, the Recognizer is set to a very basic level that will make it easier for you.
2. If you are having difficulty with a sentence or word, please vary your speech, including word linkage and stress patterns. Don't keep on repeating yourself in exactly the same way. Speak clearly—not too slowly, and not too fast. Sometimes linking two words will also help (e.g. "She's going . . ." instead of "She is going . . ."). In other cases word separation will be better (e.g. "Here are" instead of "Here're").

Stress is also very important. For example, "fifteen" can be pronounced as "fifTEEN" or as "FIFteen," which can be confused with "FIFty." Please remember that the Speech Recognizer listens for sound patterns. If two patterns are very similar, the Recognizer may not be able to tell the difference.

3. Other potential problems are:

speech has been turned off

faulty microphone or microphone connection

microphone too far away from speaker's mouth, or the speaker is speaking too loudly

speaking too soon, before the Speech Meter appears

speech record function isn't working properly, or the volume is too low (see *User's Guide*)

How to Change the Difficulty

In the Speech menu, select Intermediate or Expert to increase the difficulty. This will require more accurate and clearer speech for recognition to be successful. To reduce the difficulty, select Beginner in the Speech menu.

Family Schedule

Lesson 1 covers ways to talk about family schedules and the habitual activities that make up daily life. Grammar points include frequency, means, duration, possessives, present tense, and time sequence (e.g. before, after).

Focus 1

Click on The Harris Family. Practice saying all the sentences. Pay special attention to the final [s] or [z] sound of words with -'s.

My wife's name is Sandra.

Our daughter's name is Collette.

Follow-up Practice

Practice introducing members of your family or friends.

Example:

My mother's name is _____.

My best friend's name is _____.



Focus 2

Click on Bob and Sandra's Schedules. Listen for sentences that talk about Bob's daily schedule and practice saying them.

He gets up at 6:45.

He eats breakfast at 7:15.

He leaves for work at 7:45.

He goes to bed at 11:00.

Follow-up Practice

Make a list of 5 activities which you do every day.
What time do you do them?

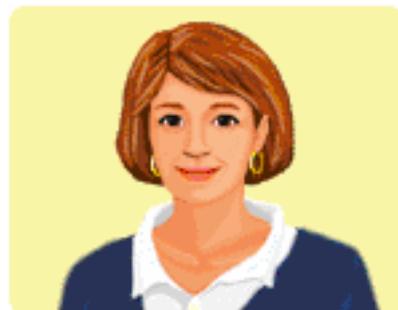


Focus 3

Focus on Sandra Harris. Practice saying the sentences that describe her teaching schedule. Notice ways to talk about how often and when someone does something.

She teaches piano three days a week.

She teaches on Mondays, Wednesdays and Thursdays.



Focus 4

Click on Collette and John's Schedules. Study Collette and practice saying all the sentences about her after-school activities. Notice ways to talk about how often and how long an activity goes on.

Once a week she has a violin lesson.

She practices the violin for an hour.

She usually does homework for about two and a half hours, from 7:45 to around 10:15.



Focus 5

Focus on John. Listen for sentences with words like after, before, and then. Practice saying each sentence.

After school he practices gymnastics.

Then he takes a shower.

Follow-up Practice

Make a presentation about what you do every day.

Example:

I get up at _____.

After breakfast, I _____.



Focus Exercises

In this lesson you can practice forming sentences.

1. Click and drag the words to form a sentence.
2. In some cases there are more words than you will need, so you should select which words you need and then arrange them in the correct order within the sentence.



The screenshot shows a software interface for a sentence formation exercise. At the top left is a question mark icon. In the top center, there are three images: a boy's face, a person performing a gymnastic move on a swing, and a clock showing 5:00. At the top right is a score of 140. The main area is a blue box containing the text: "After school John _____ gymnastics _____ 5:00." Below this text are three buttons: "for", "practices", and "until". At the bottom of the interface is a control bar with buttons for "Exit", a volume icon, a play/pause icon, a back icon, a forward icon, a language icon (showing "en"), and a help icon.

Practice Exercises

Exercise A

Match the names on the left with the names on the right.

- | | | |
|----------------------|-------|-----------------------------|
| a. Bob | _____ | Sandra's husband |
| b. Sandra | _____ | Collette's brother |
| c. John | _____ | John's father |
| d. Collette | _____ | Bob and Sandra's daughter |
| e. Bob and Sandra | _____ | Bob's wife |
| f. John and Collette | _____ | John's sister |
| | _____ | Sandra's kids |
| | _____ | John and Collette's parents |
| | _____ | Sandra's daughter |

Exercise B

Make a sentence with these words.

1. dinner / around / they / at / eat / 7:30

2. newspaper / he / reads / dinner / after / usually / the

3. that / television / after / usually / watches / he

4. goes / by / school / she / to / bus

Exercise C

Circle the correct word.

Example:

Collette practices the violin (for , until) about an hour.

1. Her school starts (at, for) 8:45.
2. She does homework (for, from) 7:45 to around 10:15.
3. She does homework (for, from) about two hours.
4. She usually goes to bed (around , until) 11:00.
5. On Wednesdays, Sandra teaches from 3:00 (at, until) 6:00.
6. On Thursdays, she teaches in the evening (at, from) 7:30 until 10:00.

Exercise D

Put the sentences below in the right order. Number them 1, 2, 3, etc.

- _____ He eats dinner around 7:00.
- _____ Then he comes home.
- _____ Before class, he practices gymnastics at school.
- _____ He leaves for school at 7:30.
- _____ After dinner he studies hard.
- _____ John gets up at 6:15 every morning.
- _____ After school John practices gymnastics until 5:00.

Matrix Vocabulary

Vocabulary Practice

Vocabulary Practice is an enjoyable way to learn new vocabulary and develop your listening comprehension. Five subject areas are covered.



To start, click on one of the five icons on the left side of the screen to select the subject you want to study.

Then click on each of the pictures in the center of the screen to hear the sentences for each. Next, click on Quiz and you will hear a question. When you hear the question, please click on the correct answer.

When you want to change subjects, click on one of the icons on the left side of the screen.

Matrix Game

The *Matrix Game* lets you test what you have learned in *Vocabulary Practice*. Listen to the questions and click on the correct answers. You will have 3 to 5 minutes to answer as many questions as you can. When you are finished, check your score and play again. Try to improve your score.

Likes and Dislikes

In this lesson you will learn how to talk about your personal preferences and abilities: what kinds of foods you like, what sports and hobbies you enjoy, and what activities you are good at. Grammar points include adjectives, adverbs, amounts, can and know how to, classification, questions, and short answers.

Focus 1

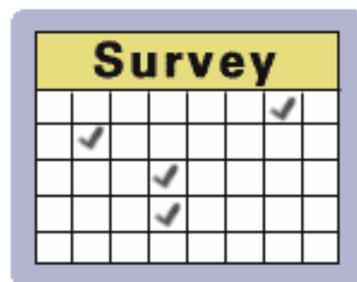
Click on *A Survey: Food and Sports*. Study the questions that Kathy asks Max. Practice saying her questions and his answers.

What kinds of food do you like?

I like most kinds of food.

What is your favorite sport?

My favorite sport is American football.



Listen for sentences that use short answers. Practice saying them.

Do you like beef? Yes, I do.

Do you play golf? No, I don't.

Follow-up Practice

Practice talking about the kinds of food you like.

Example:

I like _____ a lot, especially _____.

I don't like _____ very much.

Focus 2

Click on *What Can You Do?* Listen to Kathy's questions and Max's answers. Listen especially for sentences with **can** and practice saying them.

Can you play tennis?

Yes, I can. I play tennis fairly well.

Can you play the piano?

I can play a little.



Follow-up Practice

Talk about your own abilities.

Example:

I can _____, but I can't _____.

I don't know how to _____.

Focus 3

Do the lesson again. Listen for and practice saying sentences that say **how well** someone does something.

How well do you ski?

I ski well. I'm a good skier.

Can you sing?

No, I can't. I'm a terrible singer.

Can you play chess?

Yes, I can. But I'm not very good.



Follow-up Practice

What are three sports or activities you can do?

How well can you do them?

Focus 4

Click on *Video Hot Seats*. Practice asking questions about likes and dislikes and about ability. Listen to the answers. Pay attention to expressions which show degrees of liking and ability.

I love pizza.

I'm very good at chess.

I like spicy food.

I'm so-so in tennis.



Follow-up Practice

Make a survey of your friends or other students about foods, sports, and hobbies. Ask questions such as:

What kind of foods do you like?

What sports are you good at?

Practice Exercises

Exercise A

Fill in the blanks with *doesn't know how* or *can't*.

Example:

Max doesn't know how to play the violin.

1. Max is a good skier, but he _____ to play golf.
2. Max can play the piano a little, but he _____ sing.
He's a terrible singer.
3. Max _____ to play golf, but he's a good tennis player.

Exercise B

Answer the questions using short answers. Use *does/doesn't* or *can/can't*.

Example:

Does Max play football? No, he doesn't.

1. Does Max like steak? Yes, _____
2. Can Pierre play chess? Yes, _____
3. Does Max know how to play golf? No, _____
4. Can Max sing? No, _____
5. Does Max know how to ski? No, _____

Exercise C

Here are some questions about you. Practice using short answers.

1. Can you ski? _____
2. Do you know how to play chess? _____
3. Do you like to watch sports on TV? _____
4. Do you play a musical instrument? _____

Exercise D

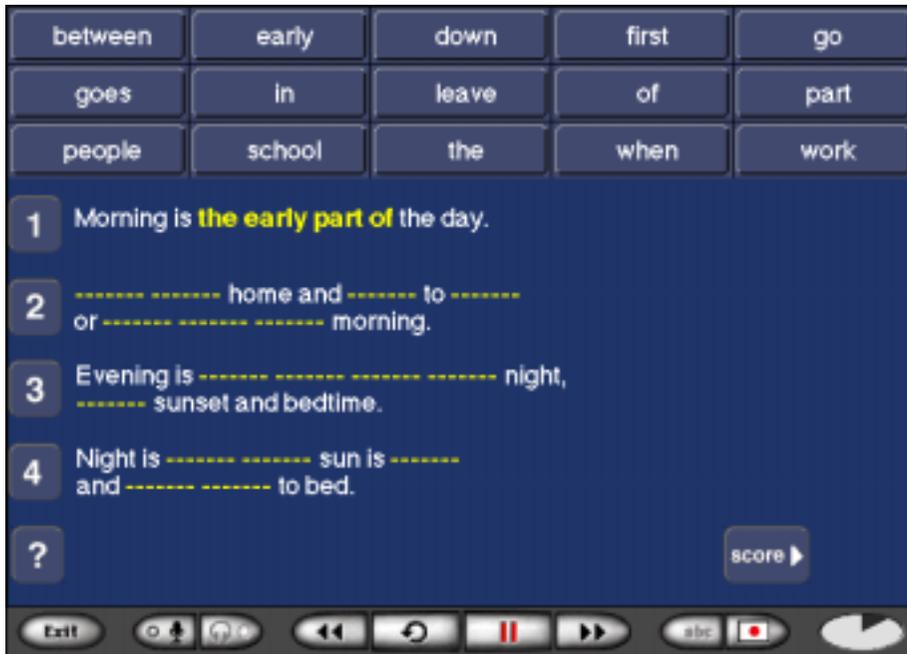
Fill in the blanks with *good* or *well*.

1. Max is a _____ tennis player.
2. Pierre plays chess very _____.
3. Max isn't very _____ at chess.
4. Max plays the piano fairly _____.
5. Kathy writes very well. She's a very _____ writer.

Review Exercises

Dictations

Dictations focus on important language at the word and phrase level. First you will hear four key sentences. Then the screen will change and you will see a group of 15 words displayed at the top of the screen. You will also see the dictation sentences with a number of blank spaces where words are missing.



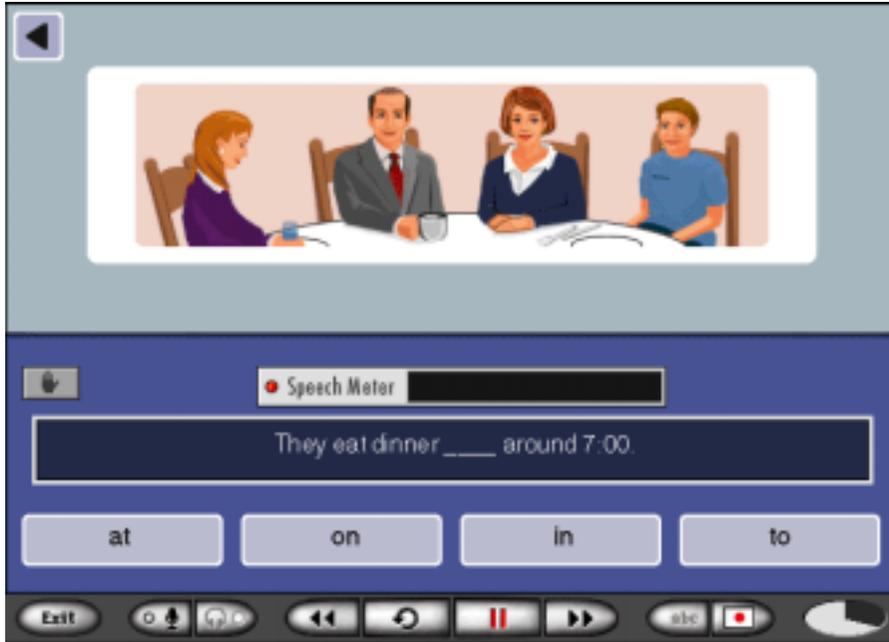
To do a dictation, follow these steps:

1. Click on sentence number 1. Use the *repeat* button if necessary. This will also pause the program so that you have plenty of time.
2. Look at the words at the top of the screen. Your task is to find the words that go in each blank. Click on the word that goes in the first blank. The word will now be outlined in red. Next, click on the space in the sentence where you want the word to go. When you do this, the word will appear in the blank space. If you make a mistake, you may change your choice by putting a different word in the same place.
3. Continue placing words in the blanks until you have finished the first sentence.

4. Click on sentence number 2 and follow the same procedure as you did for sentence 1. Repeat the procedure for sentences 3 and 4.
5. When you have completed all four sentences, click on **SCORE**. Watch the screen to see how your answers compare to each of the dictation sentences. Then watch for your score.
6. If your score is less than 65%, you will be asked to redo the dictation. Click on **YES** to start the dictation again.
7. If your score is greater than 65%, you will hear each sentence again and your errors will be indicated by colored text. You now have the chance to correct your errors.
8. For example, to correct an error in sentence 1, click on sentence number 1 and listen to the sentence. Then find the correct answer, click on it, and then click on the word in the sentence which you want to replace. If your choice is correct, the word will turn white.
9. When you have finished correcting your errors in the dictation, click on **END**. You will then have a chance to repeat the same dictation or move on to a different dictation. You may also decide to exit the lesson and return to the main menu.

Fill-Ins

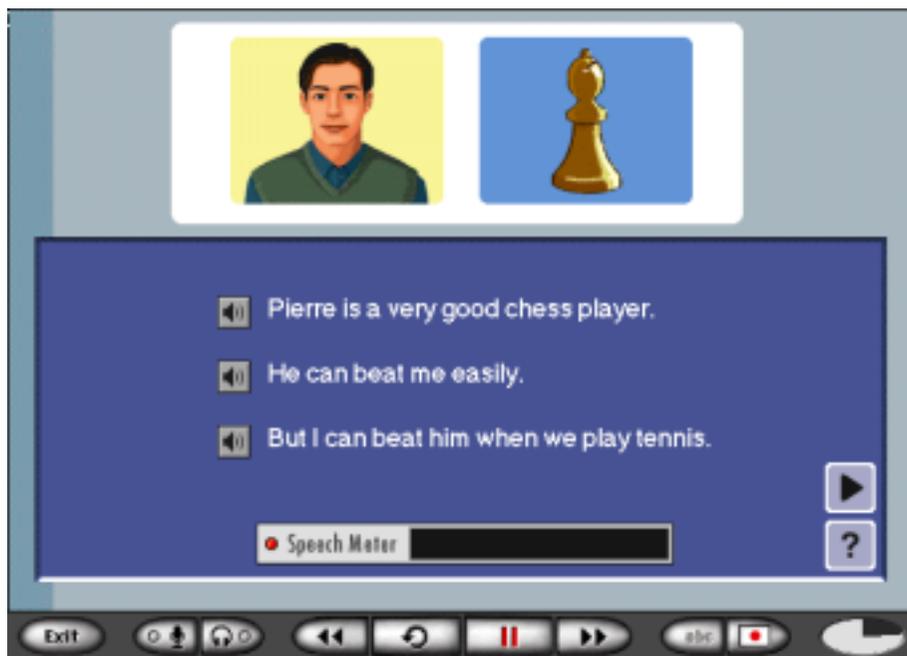
1. Read each sentence carefully. Decide which of the choices should go in the blank. Use the pictures to help you understand which choice makes sense.
2. Click on the word you think is the correct answer, or input your answer by speaking the entire sentence—not just the word. The Speech Recognizer is set to listen for complete sentences.



3. If you use speech input, the program will display what it heard you say. If it has heard you correctly, click on OK. If it has not heard you correctly, click on the *speak again* button, wait for the Speech Meter to appear, and repeat the sentence. For more information as to how to control the Speech Recognizer, please see the Help menu for Speech.
4. You may listen to your speech by clicking on the *playback* button. This is useful for comparing your speech with the native speaker's.

Speech Practice Group 1: Sentence Reading

1. Say one sentence at a time. You may choose to begin with any sentence.
2. If a sentence is recognized, it will be highlighted and spoken.
3. If a sentence is not recognized, you may try again. You can hear the model for the sentence by clicking on the *speaker* button next to the sentence.
4. You can practice the sentences as many times as you want. To go on to the next set, click on the right *arrow* button at the lower right-hand corner.



Speech Practice Group 2: Answering Questions

1. Listen carefully to the question, and read the answer choices.
2. Decide which sentence best answers the question. If you need time to think, please use the *pause* button. When you are ready to speak, click on the *play* button.
3. When the Speech Meter appears, speak your answer. You can also answer the question by clicking on the check box or the sentence.
4. If your answer is recognized, a check mark will appear in the box next to it, whether your answer is correct or not.
5. If you answer correctly and are recognized, the sentence will be highlighted.



Speech Practice Group 3: Speech Quiz

1. In Speech Quiz, you will get 15 questions. The questions will be chosen randomly from the first three groups.
2. Your score will appear in the upper right-hand corner of the screen. Note that if a question is from Sentence Reading, you can speak the same sentence as many times as you want, but you get points only the first time it is recognized.
3. The way you answer the question in Speech Quiz is the same as in the other groups of Speech Practice.

Video Interactions

In this lesson, you will see and hear native speakers using the English you have studied in a variety of conversational settings. You will also have an opportunity to participate in conversations with native speakers. This lesson presents phrases that are useful in conversation, especially telephone conversations.



For each video segment (except *Hot Seats*), follow the instructions listed below:

1. Click on Presentation or the Presentation title to hear the entire video without stopping. Focus on the general meaning, and the body language of each speaker.
2. Listen to the Presentation again, sentence by sentence. Stop and repeat each sentence. Use the ABC button to see the text. Click on the highlighted text to get additional information from the glossary, and, if necessary, use a dictionary to look up words you do not know.
3. Listen to the Presentation again. Practice repeating each sentence, phrase by phrase.
4. Click on Interactive (if available). At several points within the video, you will have an opportunity to participate in the conversation. You will be asked what happens next in the dialogue, and a list of possible answers will appear in the black text box on the right side of the screen. In some instances, more than one of the choices will be an appropriate way to continue the conversation and will be accepted as a correct answer. Decide which sentence you wish to say, and say it clearly when the Speech Meter appears on the screen. If you need instructions regarding Speech Recognition, go to the pull-down menu. You may also select a sentence by clicking on it (rather than saying it).
5. In the *Hot Seats* segment (if available), you will have an opportunity to interview the people in the video. The possible questions are listed on the right-hand side of the screen in the black text box. Choose the question you would like to ask, and say the question as clearly as possible when the Speech Meter appears. You may also ask a question by clicking on it (rather than saying it).

Appendix A: About Speech Recognition Technology

To the Teacher

The Speech Recognition technology used in *New Dynamic English* is state of the art. As a company dedicated to quality education, DynEd wants to ensure that teachers are aware of both the strengths and limitations of the technology at this time. The following points are important to keep in mind when guiding your students.

1. The Speech Recognition activities are extremely useful for speaking practice and for fluency development. However, the level of recognition is not sufficient for detailed pronunciation tutoring. Though the course may help to improve overall pronunciation, it is not a pronunciation course.
2. It may take some time for students to get used to the proper use of the microphone and to speaking within the time limits allowed. With practice there is no problem.
3. The microphone should be placed at an appropriate distance from the student's mouth. Too close or too far will reduce the performance.
4. Sometimes the Speech Recognizer will go out of adjustment and will need to be reset. To reset, go to the Speech pull-down menu and click on Reset or exit the lesson and start again.
5. The Recognizer works best when it is working with a single student in a lesson. If several students take turns with the microphone, the Recognizer may not function well, since the voice levels for each student vary. If students wish to switch, they should go to the Speech pull-down menu and click on Reset or they should exit from the lesson and start again.

Teaching Suggestions

If a student is having difficulty with speech, the following suggestions may be helpful.

1. Vary the speed of the sentence.
2. Try speaking in groups of words (e.g. “he’s going” instead of “he is going”). If that doesn’t work, try separating the words (e.g. “Where are you from?” instead of “Where’re you from?”).
3. Try varying the stress of troublesome words. For example, “fifteen” can be pronounced with two stress patterns: “fifTEEN” and “FIFteen.” The second pronunciation can be confused with the word “FIFty.”
4. Help students find patterns of words that cause them difficulty. For example, “her” and “are” both end with an **r** sound. Then students should listen to that **r** sound when spoken by the native speaker.
5. Please note that if the Expert level is checked in the Speech pull-down menu, the student may have more difficulty. At this level, the Recognizer will be stricter. Typically, students score 10-15% less when the Expert level is checked.
6. A clear-speaking native speaker will generally be recognized at an 85-95% rate when speaking at a moderate speed using the Expert level.
For beginning students with poor pronunciation, the recognition rate may be 60-80% at first. With practice they will improve fairly rapidly at the Beginner level. When they feel confident, they should try the Intermediate level which will give them more detailed feedback.
7. With all Speech Recognition activities, students should listen to their own voices. This is recorded automatically. Click on the Playback button to hear the student’s recorded voice. Then click on the Repeat button to hear the native speaker. Students may need to experiment with this at first until they learn how to do it.

To the Student

The Speech Recognition feature of this courseware is a fun and useful way to practice speaking. It will help you improve your speech articulation and fluency, while at the same time reinforcing important language structures and vocabulary. One way to prepare for Speech Recognition activities is to first use the Speech Record feature of the courseware in each of the presentation lessons. This allows you to record your voice, listen to the playback, and then compare it to the native speaker.

If you are not confident with the language, the Speech Recognition activities may be difficult and frustrating, since they require a degree of speed and clearness for recognition to be successful. It is therefore important to master other lessons first.

Appendix B: Verb Markers

The verb markers referred to in this course are the following:

1. **V (d)** lived, ate, came, was, had, went
2. **modal** will live, may eat, can go
3. **have+V(n)** has lived, has eaten, has been
4. **be+V(ing)** is living, is eating, is going
5. **be+V(n)** is eaten, is sold, is converted

Each marker has a specific meaning when used with a verb. For example, **V(d)** indicates past or unreal action, **be+V(ing)** indicates ongoing process in time, and **be+V(n)** indicates the passive voice. The following chart gives examples of the notations: **V**, **V(d)**, **V(ing)** and **V(n)**.

V	V(d)	V(ing)	V(n)
be	was/were	being	been
work	worked	working	worked
speak	spoke	speaking	spoken
eat	ate	eating	eaten

Verb markers can be used individually, or they can be used together to make new verb forms.

For example, if we apply marker 1: **V(d)** to the verb **eat**, we get: He **ate** dinner. If we apply marker 4: **be+V(ing)**, we get: He **is eating** dinner. If we combine marker 1 and marker 4, we get: He **was eating** dinner. If no marker at all is used, we have the simple present tense: He **eats** dinner at 6:00.

When markers are used together, the marker with the lower number comes before the marker with the higher number. For example, if marker 3: **have+V(n)** and marker 5: **be+V(n)** are used together with the verb **sell**, marker 3: **have+V(n)** comes before marker 5: **be+V(n)**.

3+5	has been sold	(correct)
5+3	be had sold	(incorrect)

It is also incorrect to use a marker more than once. For example:

1+2+3	would have made	(correct)
1+2+1+3	would had made	(incorrect)

Many of the most important verb structures in English can be understood with these markers. Some examples using combinations of verb markers

1+2	V(d) modal	could go, might come, would sell
1+3	V(d) have + V(n)	had gone, had come, had sold
1+4	V(d) be + V(ing)	was going, was coming, were selling
1+5	V(d) be + V(n)	was made, was eaten, were sold
3+4	have + V(n) be + V(ing)	have been living, has been selling
3+5	have + V(n) be + V(n)	have been eaten, have been sold

Appendix C: Answer Key for Practice Exercises

FAMILY SCHEDULE

Family Schedule Practice Exercise A

- a. Sandra's husband.
- c. Collette's brother.
- a. John's father.
- d. Bob and Sandra's daughter.
- b. Bob's wife.
- d. John's sister.
- f. Sandra's kids.
- e. John and Collette's parents.
- d. Sandra's daughter.

Family Schedule Practice Exercise B

- 1. They eat dinner at around 7:30.
- 2. He usually reads the newspaper after dinner. OR After dinner he usually reads the newspaper.
- 3. After that he usually watches television.
- 4. She goes to school by bus.

Family Schedule Practice Exercise C

- 1. at
- 2. from
- 3. for
- 4. around
- 5. until
- 6. from

Family Schedule Practice Exercise D

- 6, 5, 3, 2, 7, 1, 4.

LIKES AND DISLIKES

Likes and Dislikes Practice Exercise A

1. Max is a good skier, but he doesn't know how to play golf.
2. Max can play the piano a little, but he can't sing.
3. Max doesn't know how to play golf, but he's a good tennis player.

Likes and Dislikes Practice Exercise B

1. Yes, he does.
2. Yes, he can.
3. No, he doesn't.
4. No, he can't.
5. No, he doesn't.

Likes and Dislikes Practice Exercise C

1. Yes, I can. OR No, I can't.
2. Yes, I do. OR No, I don't.
3. Yes, I do. OR No, I don't.
4. Yes, I do. OR No, I don't.

Likes and Dislikes Practice Exercise D

1. Max is a good tennis player.
2. Pierre plays chess very well.
3. Max isn't very good at chess.
4. Max plays the piano fairly well.
5. Kathy writes very well. She is a very good writer.

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